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ABSTRACT

This book explains a systematic approach to curriculum, assessment, instruction, and learning called the achievement cycle. The first chapter defines the term and its related concepts, provides the background knowledge for using the achievement cycle in the school system or classroom, and presents an overview of the rest of the book. The achievement cycle is defined as the close interactive relationships of four key elements: (1) standards-based curricula; (2) performance evaluation; (3) assessment-driven instruction; and (4) authentic learning. Chapter 2, "Developing a Standards-Based Curriculum," explains a process for developing a standards-based curriculum by developing content standards and benchmarks and using these standards and benchmarks to produce final products. Chapter 3 explains how to use curriculum standards in developing the curriculum and how to design performance assessments based on the curriculum. Chapter 4 explains the process for planning and delivering assessment-driven instruction, while chapter 5 discusses authentic learning. Chapters 6 through 9 explain the application of the achievement cycle to the four academic subjects that make up the heart of the school's educational program: social studies, science, mathematics, and English language arts. Chapter 10 explains the support system needed to make the model effective. Each chapter contains references. (Contains 36 figures.) (SLD)

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